

# The Teachers College Journal

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The College of Education, University of California, Los Angeles

Indiana State Teachers College



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# THE TEACHERS COLLEGE JOURNAL

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## The Teachers College Personnel Association

Early in March Dr. George W. Frasier, president of the Colorado State Teachers College at Greeley, sent out a letter to the presidents of the member colleges of the American Association of Teachers Colleges asking that the presidents of the colleges or their representatives meet at the Hotel Stevens in Chicago on March 20th (at the time the North Central Association was in session) to discuss a cooperative testing program in teachers colleges.

Between twenty-five and thirty representatives of the teachers colleges met on the day assigned and organized the Teachers College Personnel Association, a voluntary organization to be composed of colleges belonging to the American Association of Teachers Colleges. The purpose of the organization is to study personnel problems.

It was agreed at the meeting that the five major problems to be studied at the present should include the following:

1. To make and standardize an in-

telligence test that will be particularly adapted for use in teachers colleges.

2. To construct and standardize achievement tests for use in studying incoming freshmen.

3. To help construct and make available to the teachers colleges personnel records for the use of the teachers colleges in keeping records.

4. To construct a professional test for teachers college seniors to be used in the nation-wide survey of college seniors to be carried on by the American Council on Education in May, 1932.

5. To construct a teaching aptitude test to be used in the selection of teachers college freshmen.

The group which met in Chicago also agreed to recommend that a common group of tests be given to entering freshmen this coming fall. The tests selected were the following:

1. The intelligence test published by the American Council on Education.

2. Two achievement tests publish-



ed by the Colorado State Teachers College under the direction of the achievement test committee of the Teachers College Personnel Association.

3. The Cross English test published by the World Book Company.

It is the plan of the association to assemble this fall the findings of all these tests.

The Chairman of the Association appointed five committees to work on the five major problems agreed upon, the chairmen of the five committees to serve as the general committee of the Association. While only the names of the men who were present in Chicago and who signified their desire to serve on certain of these committees have been used in the appointment of the five committees, other members can well be added to any committee. If other teachers colleges of the American Association of Teachers Colleges wish to join in the Teachers College Personnel Association program, they may do so by signifying their intention to the Chairman, and taking part in the co-operative testing program next fall. The Association will be glad to welcome in this cooperative research venture any teachers colleges who wish to come in; and will be especially happy if they have men who will work on these committees.

The committee appointed to carry on research in an attempt to make and standardize an intelligence test that will be particularly adapted for use in teachers colleges is: John R. McCorry, State Teachers College, St. Cloud, Minnesota, Chairman; C. F. Malmberg, Illinois State Normal University, Normal, Illinois; W. S. Guiler, Miami University, Oxford,

Ohio; and M. J. Nelson, Iowa State Teachers College, Cedar Falls, Iowa.

The personnel of the committee to start immediately on the problem of revising the achievement test developed at the Colorado State Teachers College and the construction of other achievement tests is: J. D. Heilman, Colorado State Teachers College, Greeley, Colorado, Chairman; O. E. Peterson, North Illinois State Teachers College, DeKalb, Illinois; and Frank W. Hicks, State Teachers College, Minot, North Dakota.

The members of the committee to help construct and make available to the teachers colleges personnel records for the use of the teachers colleges in keeping records (the cards to be available this fall) are: M. Ernest Townsend, State Normal School, Newark, New Jersey, Chairman; O. W. Snarr, State Teachers College, Mankato, Minnesota; and M. A. O'Rear, Southwest Missouri State Teachers College, Springfield, Missouri.

The American Council on Education, through its test committee, is planning a nation-wide college senior test in May, 1932. As a part of this test they hope to present a professional test for teachers that will be given to graduates of teachers colleges and schools of education. The committee to construct a professional teachers test to be used in the nation-wide survey in May, 1932 is: J. W. Jones, Indiana State Teachers College, Terre Haute, Indiana, Chairman; R. R. Simpkins, Western Illinois State Teachers College, Macomb, Illinois; Clem O. Thompson, School of Education, University of Chicago,

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## A Summary Of A Five Year Study Of Placement At Indiana State Teachers College

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The conclusions stated here are the results of a study<sup>1</sup> of the subject combinations and placement of all high school teachers registered with the Placement Bureau of the Indiana State Teachers College during the five year period 1924-1929. The study also dealt with the types of positions these teachers secured as indicated by the size of high schools into which they went and the salaries they received. The study raised the following four questions:

*I. What subjects do Indiana State Teachers College teachers choose as their major subjects as indicated by those who register for help in securing positions?*

*II. To what extent are those students who qualified for high school teachers licenses successful in securing positions?*

*III. What type of teaching positions do they secure as indicated by size of high school and salary?*

*IV. From the standpoint of placement, what opportunities are offered in the various fields or subject groups?*

In these conclusions an attempt to answer the four questions raised is submitted.

### Question I.

*What subjects do Indiana State Teachers College teachers choose as their major subjects as indicated by those who register for help in securing positions?*

1. The study showed that teachers qualify for licenses as follows:

Women: English, twenty-six per cent; history, twelve per cent; mathematics, five per cent; Latin, eight per cent; French, four per cent; science, nine per cent; commerce, five per cent; home economics, thirteen per cent; music, eight per cent; art, six per cent; physical education, three per cent.

Men: English, ten per cent; history, fifteen per cent; Latin, fourteen per cent; French, one per cent; science, twenty per cent; commerce, two per cent; industrial arts, twelve per cent; music, one per cent; art, less than one per cent; physical education, five per cent; principal's licenses, eleven per cent.

2. Of the English majors, women, thirty-six per cent elected history as a second major; twenty-three per cent chose Latin as a second major; twenty per cent selected home economics as a second major. Choice of other subjects as second majors ranged from eleven per cent in the case of French down to two per cent

<sup>1</sup>(Note: The complete study, "A Study of Five Years of Placement of Indiana State Teachers College Teachers," is filed with the unpublished master's theses at Indiana University, Bloomington, Indiana.)

in the case of physical education.

Of the English majors, men, sixty-nine per cent combined English with history; thirty-one per cent selected science as a second major; eighteen per cent combined mathematics with English; while other subject combinations ranged on down to approximately one per cent in the case of French, music, and art. Forty per cent qualified for principals' licenses.

History majors, women, combined history with English in seventy-five per cent of the cases; the next largest group is the history-Latin group, representing thirteen per cent of the history majors, women; mathematics and science follow with eight per cent and seven per cent respectively; other combinations with history run very low.

History majors, men, combined English with history in forty-three per cent of the cases; mathematics in twenty-five per cent of the cases; Latin, industrial arts, and physical education, in eight per cent of the cases; other subject combinations ranged very low. Forty-two per cent of the history majors, men, qualified for principals' licenses.

4. Mathematics majors, women, combined mathematics with other subjects as follows: English, thirty per cent; history, twenty-two per cent; Latin, twenty-eight per cent; science, twenty-one per cent. Other combinations are widely scattered and range very low.

Mathematics majors, men, combined mathematics with other subjects as follows: English, twelve per cent; history, twenty-seven per cent; Latin, six per cent; science, sixty-one per cent; industrial arts, thirteen per cent; physical education, five per

cent. Forty per cent qualified for principals' licenses.

5. Latin majors, women, chose second majors as follows: English, seventy-four per cent; history, twenty per cent; mathematics, sixteen per cent; French, nine per cent; home economics, nine per cent. Other combinations were few.

Latin majors, men, selected second majors as follows: English, forty per cent; history, fifty per cent; mathematics, thirty-four per cent; science, thirty-two per cent. Fifty per cent held principals' licenses.

6. Only four per cent of the women and less than one per cent of the men who were registered with the Placement Bureau qualified with French as a major. The common second major was English.

7. Science majors, women, chose second majors as follows: English, thirty-one per cent; history, ten per cent; mathematics, thirteen per cent; Latin, four per cent; French, five per cent; commerce, six per cent; home economics, forty-seven per cent; music, one per cent; art, four per cent; physical education, eight per cent.

Science majors, men, combined science with other subjects as follows: English, fifteen per cent; history, thirty-two per cent; mathematics, forty-one per cent; Latin, four per cent; commerce, one per cent; industrial arts, twenty per cent; physical education, eleven per cent; coaching, twenty per cent. Twenty-five per cent qualified for principals' licenses.

8. Commerce majors, women, chose second majors as follows: English, twenty-three per cent; history, seven per cent; mathematics, five per

cent; Latin, five per cent; French, five per cent; science, eight per cent; home economics, three per cent; music, five per cent; physical education, five per cent.

Commerce majors, men, combined commerce with the following subjects: English, eleven per cent; history, eleven per cent; mathematics, eleven per cent; science, four and one-half per cent; physical education, six per cent; coaching, twelve per cent.

9. Home economics majors chose second majors as follows: English, thirty-eight per cent; history, six per cent; mathematics, five per cent; Latin, six per cent; French, one per cent; science, thirty-one per cent; commerce, one per cent; music, six per cent; art, ten per cent.

10. Industrial arts men combined industrial arts with other subjects as follows: English, five per cent; history, eleven per cent; mathematics, sixteen per cent; science, thirty-four per cent; physical education, eleven per cent; coaching, twenty-six per cent. Fifteen per cent were qualified for principals' licenses.

11. Music majors, women, combined music with other subjects as follows: English, twenty-eight per cent; history, seven per cent; mathematics, one per cent; Latin, three per cent; French, four per cent; science, one per cent; commerce, four per cent; home economics, eight per cent; art, fifty-one per cent; physical education, three per cent.

Only eleven music majors, men, registered during the five-year period. Two of these were licensed in English and one in science. All of the others were graduates of the

special music course and had no second majors.

12. Physical education majors, women, combined other subjects as follows: English, twenty-two per cent; history, six per cent; mathematics, fourteen per cent; French fourteen per cent; science, twenty-four per cent; commerce, eleven per cent; music, six per cent.

Physical education majors, men, chose second majors as follows: English, twelve per cent; history, twenty-eight per cent; mathematics, sixteen per cent; science, fifty per cent; commerce, three per cent; industrial arts, thirty per cent; coaching, seventy per cent.

13. Coaches qualified to teach high school subjects as follows: English, fourteen per cent; history, forty per cent; mathematics, five per cent; Latin, six per cent; science, sixty per cent; commerce, five per cent; industrial arts, forty-eight per cent; physical education, fifty-two per cent. Fourteen per cent of the coaches were qualified for principals' licenses.

#### Question II.

*To what extent are those students who qualified for high school teachers licenses successful in securing positions?*

In answering this question it was found the average per cents of placement in the various fields, dealing with women and men, separately, ran as follows: English majors, women, eighty-three per cent; English majors, men, eighty-nine per cent; history majors, women, seventy-nine per cent; history majors, men, ninety per cent; mathematics majors, women, eighty-two per cent; mathematics majors, men, ninety-five per cent; Latin majors, women, ninety-three



per cent; Latin majors, men, eighty-eight per cent; French majors, women, sixty-nine per cent; French majors, men, eighty-nine per cent; science majors, women, eighty-one per cent; science majors, men, ninety-three per cent; commerce majors, women, ninety-eight per cent; commerce majors, men, one hundred per cent; home economics majors, eighty-seven per cent; industrial arts majors, ninety-eight per cent; music majors, women, eighty-eight per cent; music majors, men, one hundred per cent; art majors, women, eighty-nine per cent; physical education majors, women, seventy-eight per cent; physical education majors, men, ninety-five per cent; coaches, ninety-seven per cent; principals, ninety-six per cent. Considering these figures, the following conclusions seem logical:

1. Too many of the Indiana State Teachers College teachers have been majoring in English and history. Of 190 cases of non-placement, women, 112 were English majors and 68 were history majors. Fifty-two of this group combined English with history. Considering the men it was found that of fifty-one cases of non-placement, nineteen were English majors and thirty-one were history majors. Twelve of the group combined English and history.

During the five-year period 1107 women, representing 2286 licenses, registered for placement. Twenty-six per cent of this number of licenses were in English, while twelve per cent of the licenses held by the entire group were in history.

2. Apparently enough mathematics teachers, women, have been trained, while the supply of men

could possibly very safely be increased.

3. There seems to be no appreciable over-supply of Latin teachers, women, but calls coming for Latin majors, men, ranged considerably below the available supply.

4. French as a teaching subject does not compare favorably with other subjects, only sixty-nine per cent of the women being placed. The number of men is so small that it has very little significance.

5. The supply of science majors, women, during the five-year period has exceeded the demand by approximately twenty per cent, while approximately only six per cent of the men failed to secure positions. This situation could be remedied if the science majors would complete the work of the larger options. Too many of those not placed, especially women, were licensed in only physiology, geography, or biology. These, as science subjects, are of material help in the matter of placement only when combined with other science subjects, or other academic subjects usually taught in the average high schools. Physics and biology, physics and chemistry, or physics and biology combined with mathematics seem to represent a large per cent of the science calls.

6. Considering the fact that practically all of the commerce majors, both women and men, have been placed it seems safe to say that there is no over-training in the field of commerce.

7. While approximately thirteen per cent of the home economics teachers registered were not placed, it seems safe to say that from the standpoint of placement the field is quite

attractive. A considerable number of those not placed were under-graduates who remained in school to complete their courses and several of those registered were married women, who, in most cases, are difficult to place. A wise choice of second majors will help materially in the matter of placement of home economics teachers.

8. There is a definite shortage of industrial arts men.

9. The supply of music teachers, women, has possibly approximated the demand. Placement in the field of music, especially in the case of women, can be materially improved if more of the music majors will qualify to teach other subjects. There is a very definite shortage of music majors, men.

10. The situation with respect to art is comparatively wholesome in spite of the fact that eleven per cent of the art teachers registering for placement were not placed. Teachers qualified to teach music and art have had good opportunity to secure positions. This seems to be the combination most in demand.

11. During the five-year period only seventy-eight per cent of the physical education majors, women, have been placed. This does not mean, however, that there is over-training in this field. Non-placement has in most cases resulted because these women had no second majors. They were qualified for only large high school positions. Had they had second majors in subjects usually taught in the average size high school, no doubt all could have been placed. There seems to be no evidence of a surplus of physical education majors, men.

12. Practically all men qualified to coach athletic teams secure positions.

13. There seems to be a very good balance between the demand for and the available supply of principals.

#### Question III.

*What type of teaching positions do they secure as indicated by size of high school and salary?*

The following conclusions seem reasonable in answer to the third question:

1. The minimum salary seems to be approximately \$150 a month for a school year of eight months.

2. The average salary for inexperienced women teachers is approximately \$1350. Average salaries in science, commerce, home economics, and physical education range a little above this figure.

3. The average salary for inexperienced men teachers ranges approximately \$100 higher than that of inexperienced women teachers.

4. The increase in salary of women with five years of experience over those inexperienced seems to be only about \$106, while in the case of men the average increase with five years of experience is \$276.

5. This difference in increase is due to the fact that many of the men with five years or more of experience are holding principalships paying higher salaries than the teaching positions.

6. The salaries increase rather consistently, though not rapidly with experience.

7. Half of Indiana State Teachers College teachers accept positions in high schools having enrollments less than one hundred fifty.

8. There is a decided tendency for those of some experience to accept

positions in the larger high schools.

9. In practically all groups the high school enrollment reported by those of five years of experience is much larger than the average of the high school in which those of less than five years of experience are employed.

10. One-fourth of our inexperienced teachers accept positions in high schools with enrollments above 280 while one-fourth of those with more than five years of experience accept positions in high schools with enrollments of more than 350.

11. The maximum salary reported for a teacher without experience was \$2000. This was a coaching position. The upper range of salaries of inexperienced teachers is \$1500 to \$1800.

12. The upper range of salaries of women teachers with more than five years of experience is \$1600 to \$2800, while that of men is \$1900 to \$3000.

#### Question IV.

*From the standpoint of placement, what opportunities are offered in the various fields or subject groups?*

In answer to the fourth question the following statements are offered:

1. The English field is filled to the point of an apparent over-supply.

2. The same thing is true of the field of social studies.

3. Students who wish to major in either English or history should possibly not be discouraged but rather should be helped to choose proper second and third majors which will help them in the matter of securing positions.

4. Mathematics offers many opportunities especially if combined with one of the major science options.

5. While there seems to be a fair

balance between supply and demand in Latin, the number of calls coming each year for qualified Latin teachers justifies the statement that opportunities for placement in the field are good.

6. French, from the standpoint of placement, is not good. French majors should complete two other majors and not depend too much upon French for placement.

7. Science calls each year are numerous; however, each year several science teachers are not placed because their training has not been in line with the demands of the smaller high schools. Those who qualify to teach physics and biology usually find positions.

8. Commerce has been one of the best of the fields from the standpoint of placement. There has been a very definite shortage of commerce majors, men. Practically all of the commerce majors, women, have secured positions as soon as they have qualified. Indications are that the demand for qualified teachers of commercial subjects will continue for some time.

9. The home economics field has offered many opportunities for young women interested in the subject. Demands for home economics teachers have been numerous. This has been especially true of those qualified for Smith-Hughes positions. At the present time the field is fairly well filled, but, even so, the best of those qualifying can feel rather confident that they will secure positions. A wise choice of second majors will help materially in placing those who choose home economics as one major.

10. The industrial arts field is one of the best so far as placement is



concerned. Far more calls come each year than can be taken care of by the college. Young men interested in industrial arts should be encouraged to prepare for teaching in this field.

11. The music field is very good, especially for those of real music talent. There is a distinct shortage of men in this field.

12. Those women especially good in art have, as a rule, had no difficulty in securing positions. The teacher who is not especially gifted in art, but who likes it and wants it as one major, should select a second or third major as a matter of precaution in placement.

13. With the starting of a rather pretentious program of physical education the demands for teachers of this subject, both men and women, are bound to increase. However, teachers qualified to teach other subjects as well will have much the best chance of securing positions. Second and third majors should be encouraged of those who major in physical education.

14. Coaching offers many opportunities for young men. Since there are usually no specific requirements for this work young men with majors in any field may plan to do this type of work. Coaches are, as a rule, paid better salaries than teachers in regular teaching positions. The fact that for the past five years practically all coaches have been placed possibly gives sufficient ground for the prediction that for the next few years, at least, there will be no surplus of high class coaches.

15. High class men eligible for principalships are in demand each year. These positions usually pay from \$1800 to \$2500 in the smaller

schools and considerably more in the larger schools. These positions are attractive enough to interest men of outstanding quality. There will always be opportunities for men of this type to go into good positions.

16. In conclusion it seems safe to make the statement that placement can be much more effective if more of our students qualify with two or three majors. It will help them as well as the schools where they may teach. With 192 hours of work for a degree there is ample opportunity for a young man or woman to complete three majors. We can defend the single major or special training program only upon the ground that we are training teachers for the large high school. While a good per cent of the students do go into high schools of some size it is still true that many go into the small schools, and, in both large and small schools, teachers are often asked to teach two or more subjects.

In view of this situation it seems that, as a matter of precaution, the college should discourage a large per cent of over-specialization on the part of inexperienced teachers. The special subjects are all right from the standpoint of placement, but with enrollments in those fields increasing rapidly the place shall soon be reached, no doubt, where there will be more than a supply for the large schools, and, as surely as sending these people into the small schools is tried, they will be asked to teach other subjects along with their special work. This situation will prevail in the field of physical education within the next year or two with all schools trying to secure physical education teachers. The large schools

are now supplied, and the small schools can use only those who can teach some other subject, or subjects, along with physical education. This has for some time been more or less true in the field of music, art, and home economics, and, within a short time, will be true of commerce.

As it looks from the point of view of the director of placement, the teacher training institutions are obligated to the state as well as to the individual and they should train in keeping with the needs of the small school as well as the large school which demands more or less specialization. From another angle we have to remember that ordinarily the inexperienced teacher starts in the small school, so he should keep in mind, during his training period, the demands of the position he most likely will receive. He should qualify with two or more majors.

In so doing he will be looking toward the small school vacancy, where he will likely go if he has had no experience, but at the same time he will have had sufficient training to enable him to do acceptable work in the large school, if he is fortunate enough to secure such a position for his first year. This is out of har-

mony with much of the theory of teacher training, but so long as there is the small school, and so long as it is ordinarily expected that the beginning teacher start there the theory will hold in actual situations. With more of the young teachers completing courses with three majors, there can be a much better balanced training than exists under a system permitting a teacher to accept a position by virtue of license in one subject and then teach in one or more fields upon permits, when training in those fields amounts in many cases to very little.

With those who are acquainted with the situation and who know the needs of the smaller schools advising students concerning their choice of majors it seems safe to say that there should be little danger of over-supply in one field and shortage in another, of schools with teachers of poor preparation in subjects they are required to teach, and of worthy young men and women holding degrees from universities and teachers colleges without positions after they have spent their time and money in what they thought was preparation for positions in their respective fields of interest.



## A Performance Test In General Methods Of High School Teaching

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A test for motor skills and fixed associations should consist of familiar material. A test for knowledge should consist of new material. A test for ideals and attitudes should consist of a variety of materials that calls for a general application of these patterns of conduct. In a course in general methods of instruction the aim is primarily for knowledge, so a test in such course should consist of new material.

The common practice in testing for any of these three outcomes of learning is to offer in the examination familiar material that has been covered in the course, and thereby to see how well the students have mastered and remembered the work covered. Such a practice is appropriate, however, for only the first of the three outcomes of learning, motor skills and fixed associations. The present report is an account of a performance test to measure application of students' knowledge gained in a course in general methods of high-school instruction.

It is quite possible and perhaps probable that a bright student could recall with exactness in an examination the various matters covered by the text or by lectures in the general methods course and then be unable to recognize or apply the same in the training school. Under our present plan of lack of proper integra-

tion of participation and instruction in our professional training, no opportunity can be given the students to apply teaching principles directly until after the time when the instructor of methods is required to submit term marks in his course. The instructor is limited, therefore, to measures of memory of material covered in the course and to measures of the ability of students to recognize in the teaching done by others the principles covered in the course. It has already been stated here that the usual practice has been to use measures of memory of material covered in the course. The present account concerns an effort to measure the ability of students to recognize in the teaching done by others the principles covered in their general methods course.

The testing procedures employed in this effort were as follows:

1. A few weeks before the end of the term the instructor of the class in general methods prepared an observation outline of three and a half mimeographed pages. This outline covered sixty-nine points which the instructor deemed the minimum essentials of the course. Greater detail was avoided because the students would probably be unable to follow a longer outline in their observation. This outline is shown at the end of this report.



2. A tenth-grade class in history was used for the observation. The field of history was chosen because it was thought that in the social studies there would be a greater likelihood of all three outcomes of learning being aimed at than in any other field of high-school instruction.

3. Each student was given a copy of the observation outline, and about a week before the day set for the final observation the class observed the same tenth-grade group that had been selected for the final observation. The class had made a number of observations earlier in the term to study specific points of technique, and this observation was principally for the purpose of familiarizing the students with the method of checking the observation outline which was to be employed in the final observation. During the observation the instructor directed the attention of the students to particular points in the outline as they were exemplified by the teacher of the history class. Following the observation, the class and instructor had a discussion of the observation and of the method of using the observation outline.

4. On the day set for the final observation the instructor gave no assistance. The students followed their observation outlines and marked them individually. The instructor collected the papers at the end of the history recitation. The students' responses on the observation outlines constituted their final examination in the course.

5. In addition to following the observation outline, the students were instructed to record the major steps in the executed lesson plan of the history teacher and to record the

time when each major step of the lesson ended.

6. The instructor followed the same directions during the history observation that were given to the students. Then assuming that his record of the observation was correct, he marked the work of each student according to this standard. He admitted that this was a subjective standard, but he took consolation in the fact that an outstanding middle-aged lady with twenty-four years' teaching experience and a ninety-seven percentile intelligence rating and who was the only member of the class to make a term mark of A in the course tied with two others in making the highest score on the "test."

7. The following details of marking the students' observation records were employed:

a. Some items of the observation outline called for check marks to be made when the items were present in the teaching observed. Others were questions that could be answered either "yes" or "no." If a student had checked an item as being present when the instructor had not, or had not checked it as being present when the instructor had, one point was subtracted from the student's score. Also a point was subtracted when a student answered "yes" to a question when the instructor had answered "no," or "no" when the instructor had answered "yes."

b. A half point was subtracted when a student answered a question and the instructor had left it unanswered, or when a student did not answer and the instructor had. Also, a half point was subtracted if a student underlined both the "yes" and

the "no" which appeared after a question and the instructor had underlined either.

c. There were some items in the observation outline which the instructor could not check as present, because the evidence was not inclusive. He indicated these as being uncertain, and if a student checked one as being present, one half point was subtracted.

d. According to the instructor's analysis, there were four major steps in the executed lesson plan of the history teacher, and since the last of these ended with the end of the class period, there were three time divisions noted. If a student did not record one of these major steps, two points were taken off, and if the time a major step ended was missed more than a minute by a student, two points were subtracted. No penalty was imposed for analyzing the procedure into more minute divisions than the four recognized by the instructor.

sible score of fifty. The comparatively limited range of activities observable in the history class caused the maximum possible score to be small.

Of the scores made by the thirty-two members of the class on this "final examination," the highest was 40, the lowest was 24, and the median was 34. This limited range of scores impaired the usefulness of the scores for purposes of measuring the achievement of the students in the course. This condition can be avoided by making observations in a class where a wider range of activities is observable, or by preparing a more detailed observation outline.

Coefficients of correlation (Spearman Footrule formula) between the scores made on the observation and other indices of ability and achievement are shown in Table I. The intelligence percentiles were determined by using the American Council or the Detroit V group tests when the students were freshmen. The class

TABLE I  
COEFFICIENTS OF CORRELATION BETWEEN VARIOUS INDICATIONS OF  
ABILITY AND ACHIEVEMENT OF THIRTY-TWO STUDENTS IN  
GENERAL METHODS OF HIGH SCHOOL TEACHING

	Intelligence	Class Tests	Previous Record
Observation Test . . . . .	-.099	.158	.275
Intelligence . . . . .	....	.242	.587
Class Tests . . . . .	....	....	.541

e. The instructor's observation outline had thirty-six items checked or answered. To the thirty-six points allowable for this, fourteen points for the four major steps and three time divisions of the executed lesson plan were added, making a maximum pos-

sible score of fifty. The comparatively limited range of activities observable in the history class caused the maximum possible score to be small. Of the scores made by the thirty-two members of the class on this "final examination," the highest was 40, the lowest was 24, and the median was 34. This limited range of scores impaired the usefulness of the scores for purposes of measuring the achievement of the students in the course. This condition can be avoided by making observations in a class where a wider range of activities is observable, or by preparing a more detailed observation outline. Coefficients of correlation (Spearman Footrule formula) between the scores made on the observation and other indices of ability and achievement are shown in Table I. The intelligence percentiles were determined by using the American Council or the Detroit V group tests when the students were freshmen. The class

dents in all of their courses throughout their college careers.

Now that the coefficients of correlation are before us, what do they mean? It seems safe to assert that there is some correlation between intelligence and previous record and between class tests and previous record. It is apparent that there is no recognizable correlation between

the rank of the students on the observation test and their rank on any of the other measures. Should we expect any? Who knows? Just as orthodox prayers end with an "Amen," so do orthodox reports of investigations in education end with a "further-study-is-needed" statement. In this one respect, at least, the present report is orthodox.

OBSERVATION OUTLINE IN GENERAL METHODS OF HIGH-SCHOOL TEACHING (BASED PRINCIPALLY ON MONROE, W. S., *DIRECTING LEARNING IN THE HIGH SCHOOL*, DOUBLEDAY, DORAN, 1928)

I. Supervised study

1. Objectified media (State type.) -----
2. Activity of teacher (Check which.) -----
  - a. Getting to all pupils -----
  - b. Getting to those who need supervision most -----
  - c. Getting to those who ask for supervision -----

II. Assignment

1. Aim of teacher (Check types aimed at.) -----
  - a. Motor skills and fixed associations -----
  - b. Knowledge, or adaptive control of conduct -----
  - c. General patterns of conduct -----
2. Activity of pupil in attaining aim (Check types employed.) -----
  - a. Direct or perceptual experiencing -----
  - b. Vicarious experiencing -----
  - c. Generalizing experience -----
  - d. Comprehending the products of thought -----
  - e. Using knowledge in manufacturing a response to a new situation (problem solving) -----
  - f. Tracing the thinking of another person -----
  - g. Expressing one's ideas -----
  - h. Prolonging, repeating, and intensifying one's experience -----
  - i. Feeling or emotional activity -----
3. Criteria for judging exercises (Check ones met.) -----
  - a. An exercise is an explicit request to do something -----
  - b. Exercises should be compatible with teacher's immediate objectives -----
  - c. Except when repetition in the principal activity desired, the exercises should be sufficiently difficult to constitute a real challenge to the pupils -----
  - d. Exercises should not be unnecessarily difficult -----
  - e. Exercises should be adapted to individual differences of pupils -----
  - f. Usually an exercise or a closely related group of exercises should provide the basis for a relatively large unit of learning activity -----
  - g. Exercises should be such that a feeling of satisfaction will accompany the activity -----
  - h. Exercises should be so stated that pupils will know what is to be done -----
  - i. Exercises for home study, laboratory, and recitation should constitute a "balanced ration" -----
  - j. Did the doing of the exercises result in an acquisition of controls of conduct by the pupils? (Underline "yes" or "no.") -----

(yes) (no)



4. Means employed by teacher to get pupils to appreciate potential, intrinsic values (Check ones employed.)
  - a. By showing that potential value is essential for the control of an active value -----
  - b. By appealing to instinctive and acquired tendencies to action -----
  - c. Appeal to practical values -----
  - d. By pre-test -----
  - e. By evaluation of student performances -----
  - f. By means of psychological arrangement of subject-matter -----
- III. Directing the formation of specific habits
  1. Does the teacher use direct teaching rather than incidental teaching? (yes) (no)
  2. Does it seem certain that pupils soon will have need for the habit aimed at? (yes) (no)
  3. Does the teacher avoid engendering superfluous habits? (yes) (no)
  4. Does the teacher focalize conscious attention upon the habit to be formed? (yes) (no)
  5. Does she provide for attentive repetition of the process to be habituated? (yes) (no)
  6. Does she permit no exception to occur? (yes) (no)
  7. Is the teacher's original presentation of material to be remembered of such intensity as to make it impressive? (yes) (no)
  8. Are motor skills to be habituated first demonstrated by the teacher and the demonstration supplemented by explanation? (yes) (no)
  9. Are these demonstrations performed slowly and broken up into several separate movements that are later combined? (yes) (no)
  10. Does the teacher carefully supervise the pupil as he tries to imitate the teacher's movements? (yes) (no)
  11. Is the attention of the learner directed only to those portions of the movement that should be performed and not to those to be avoided? (yes) (no)
  12. Do pupils comprehend the meaning of material they attempt to memorize? (yes) (no)
  13. Do the exercises designed to make responses automatic approximate those which will attend the use of the habit? (yes) (no)
  14. Does the teacher provide for proper distribution of practice? (yes) (no)
  15. Does the teacher provide exercises for continuing learning to the desired degree of efficiency? (yes) (no)
  16. Does the teacher make it clear to the pupils the specific habits they are to form and the degree of skill they are to attain? (yes) (no)
  17. Does the teacher inform the pupils at appropriate intervals in regard to their progress? (yes) (no)
- IV. Directing the acquisition and application of knowledge
  1. Does the teacher provide multiple stimuli to elicit a particular response? (yes) (no)
  2. Are pupils encouraged to think about their experiences and apply them to new situations? (yes) (no)
  3. Are pupils given sufficient perceptual experience in advance of readings and lectures on given topics? (yes) (no)
  4. Does the teacher follow the formal Herbartian steps to the extent that each functions in a given situation and no farther? (yes) (no)
  5. In solving problems are pupils led to see clearly what the problem is? (yes) (no)
  6. Are they encouraged to test the reasonableness of their hypotheses before they set about to attempt to prove them? (yes) (no)
  7. Are pupils encouraged to keep an open mind and to verify conclusions? (yes) (no)
  8. Are pupils encouraged to make inductions independently? (yes) (no)
  9. Does teacher appear to realize that inductive learning is very uneconomical and not to be adhered to constantly? (yes) (no)
  10. Is teacher fully prepared in advance with all materials to be used in perceptual experiencing? (yes) (no)
  11. In general, does the teacher try to develop meanings by having the pupils study a topic as a synthetic whole, then to analyze it, and finally to resynthesize? (yes) (no)

(Continued on Page 160)

## TEACHERS COLLEGE JOURNAL

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J. W. Jones, Director, Division of Research . . . . . Editor

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### FRANK SMITH BOGARDUS.

*Frank Smith Bogardus, Dean of the Faculty, Head of the Department of Social Studies, and Professor of History, who served as a member of the Indiana State Teachers College faculty for twenty-six years, died at the Union Hospital, Terre Haute, Indiana, March 18, 1931, following a short illness. Dean Bogardus had not been well all year, but gave up his classes only a short time before his illness in order to have a short rest before the opening of the Spring Quarter.*

Resolutions adopted by the faculty of the Indiana State Teachers College in memory of Dean Frank Smith Bogardus follow:

"The shadow of mortality rests upon us today. Broken is the wheel at the cistern and lost is an arc from the circle of our friendship. Let us in our common sorrow draw closer together and consider the measure of our loss.

"Dean F. S. Bogardus was a great educator, a man of intellectual acumen and integrity. Himself a scholar, he graciously appreciated scholarship in his colleagues and courteously but firmly demanded it from his students. His hand was always on the pulse of this college and he gave himself unsparingly—too unsparingly, we now know—to his work. As dean of this faculty for ten years, he made a laudable record. To his devoted service the college owes much for its high place among the teacher training institutions of our land. He stood for things fundamentally sound in education. His clarity of vision and his ability to penetrate quickly to the heart of a problem were outstanding characteristics. Through and through he was a teacher—a teacher among teachers, a man among men.

"He was, moreover, a man of large and generous soul. He had a gift for friendship. We gratefully remember the amiable light in his eyes and the over-flowing warmth of his response to any matter of common personal interest. He loved children and knew how to win their affection. His fatherhood was a source of constant wonder and unfailing satisfaction to us all. He spoke a language pure and precise and adorned our English speech with clear and original patterns. He was an indomitable fighter to the last; moral courage

(Continued on Page 146)

# Graduates Of Indiana State Teachers College 1929-1930

## An Analysis Of The Group Not Teaching

Robert K. Devricks, Registrar

and

Virgil R. Mullins, Director of Placement  
Indiana State Teachers College

The Indiana State Teachers College maintains employment service for its students and graduates. An attempt is made through personnel work to influence students to choose teaching majors for which there is a demand in the public schools of the state. After graduation the Placement Division will, if graduates file proper credentials, make an honest effort to find suitable positions for them. Of the 1929-1930 graduates available for teaching there were nine who did not take advantage of this service. If they do not ask for the service it is assumed that positions have been obtained through their own efforts and that help is not required from the college.

There were forty-six available for teaching who were not placed. Considering the fact that the college was not responsible for the nine who were not registered with the Placement Division the college failed to locate only thirty-seven of the five hundred seventy graduates of 1929-1930. In this group of thirty-seven there were several who could not be placed for various and sundry reasons. Aggressiveness, personality, and previous success of an experienced teacher are very important factors in placement.

The Indiana State Teachers Col-

lege may be justly proud of this record of placement. Reports from employing officials indicate a great surplus of teachers. The college's success in placing its graduates may be attributed to three factors, a superior quality of preparation, a wise choice of teaching majors, and the energy of the Placement Division.

An analysis has been made of the group of 13 per cent who were reported as not teaching. Deducting the two that have died since graduation there are seventy-one who were qualified to teach who were not em-

TABLE I  
1929-1930 GRADUATES NOT  
TEACHING

	Available	Not Available
Primary	13	4
Rural	2	0
Intermediate-Grammar	9	7
Regular College	16	10
Special College	6	4
	46	25

ployed as teachers. Of this seventy-one there were ten who were occupied at work which they preferred rather than teaching and fifteen married women. These twenty-five graduates are considered as unavailable. Table I classifies the seventy-one not

TABLE II  
1929-1930 GRADUATES AVAILABLE FOR TEACHING

Men	Women	Total	White	Colored	Total	With Experience	No Experience	Total
9	37	46	41	5	46	12	34	46

teaching. Those from whom no reports were received were considered available.

The table does not include two deceased and one not on teacher's course.

Thirteen of the class were doing advanced work in college. Of this number eleven were available and two were not.

TABLE III  
PERCENTAGE SUMMARY OF 1929-1930 GRADUATES

	Per Cent
Teaching	87.5
Not Teaching	
At home	9.6
Students	2.3
Deceased	.4
No report	.2
	100.0

The Placement Division was able to secure positions for 93 per cent of the graduates who registered for

placement; 91.5 per cent of the available teachers were placed; 8.1 per cent of the graduates who were available for teaching were not teaching; and 4.4 per cent of the graduates were not available for teaching.

TABLE IV  
TEACHING LICENSES HELD BY HIGH SCHOOL TEACHERS WHO WERE AVAILABLE FOR TEACHING

Subject	Number of Teachers
English	12
Social Studies, Opt. I	9
Social Studies, Opt. II	2
Social Studies Total	11
Science, Option I	5
Biology	3
Physics	3
Chemistry	6
Physiology	5
Geography	1
French	1
Mathematics	2
Art	3
Home Economics	5
Commerce	1
Industrial Arts	1
Physical Education	2

#### FRANK SMITH BOGARDUS

(Continued from Page 144)  
age and outspoken honesty marked him everywhere he went and lighted the torch of leadership in his hand.

"Now, with that torch extinguished, we reluctantly realize that 'while yet in love with life and raptured with the world he has passed to silence and pathetic dust,' but also to 'where beyond these voices there is peace.' Let us not think that he is

dead or even asleep, but that 'he hath awakened from the dream of life.'

"In recognition of these facts and resolutions, we, his colleagues, the faculty of Indiana State Teachers College, ourselves sadly conscious of great personal loss, wish hereby to extend to the members of his family our deepest sympathy in their bereavement."



## Objectionable Practices In The Appointment Of Teachers

J. B. Shouse

Dean Of The Teachers College  
Marshall College, Huntington, W. Va.

The four most particularly objectionable practices in respect to selection of teachers (often involving failure to re-employ teachers) are the following: nepotism; patronage; partisanship; provincialism. These are all varieties of the spoils system. They depend upon the conception that one chief object in becoming an employing authority is to have the disposal of jobs on purely personal grounds.

These four practices, being varieties of a general attitude, are not absolutely distinct from each other; overlappings are easily seen; nevertheless each possesses distinguishing traits. While nepotism, strictly speaking, refers to the employment of relatives, it can be made to include the employment of close personal friends. Patronage takes up the case where nepotism leaves off (wherever that is), and refers to the exercise of employing authority for the discharge of obligations or for the building up of an obligated clientele. Partisanship is likely to be operative in patronage, but may operate independently; it simply means favoritism founded upon common membership in a group or party; it is the place where political connection determines the fitness of candidates. Provincialism marks the preferring of local candidates for teaching positions; in more extreme form

it may go so far as to include refusal to employ other than local candidates.

This fourth variety deserves somewhat separate consideration from the others for the reason that it masks itself as a type of community loyalty or patriotism, denying any intention of favoritism among local candidates. As a matter of fact the employment of local teachers is receiving more favor than formerly from even professionally minded employers. Whereas arguments used to be heard against the advisability of employing local residents as teachers, one now frequently hears the argument running the other way, and, at that, as something more than protective coloring. That refusal to employ other than local residents is poor policy, however, receives rather general agreement from thinking people. It is not so much vicious as short sighted. Under given local conditions there may seem economic reason to bar outsiders, but those who pursue this policy must expect retaliatory measures from other communities. Consequently, in the long run, the total effect of such procedure is to limit the opportunities of teachers to the types of positions locally provided.

This characteristic of closing opportunities of employment to some while increasing chances of employ-

ment to others appears in all four varieties of the spoils system of selection of teachers; and therefore binds them together. From the standpoint of teachers seeking positions, therefore, all four types of selective practice are undesirable. The types of selective practice dislocate the center of concern respecting the fitness of candidates. To teachers there is no argument more logical than the argument that chief consideration ought to be given to qualifications as teachers; these are their real stocks in trade.

Not for even a single instant, however, is one to admit that the consideration of the teacher is the principal consideration. Welfare of pupils is the vital thing, and the only one that should be operative. That the point of view of teachers coincides with this simply means that teachers have come to identify their own best interests with those of their pupils, being ready, in the mass, to have all elements of favoritism eliminated, even when individually they might derive advantage therefrom.

Unfortunately, there are teachers ready to be recipients of the benefit of favoritism, even when they would not wish to invoke favoritism. It is to be hoped that the day will come when a teacher will be as ready to refuse appointment wherein favoritism of any of the types herein discussed has operated as he would be to suggest that favoritism operate in his behalf. The writer recalls with gratification the refusal of a friend to accept a certain otherwise acceptable position offered to him by a board of education upon the urging of a political organization.

If, to get these statements in

proper order, a new start is made by reiterating that welfare of pupils should always be the determining factor in the selection of teachers and that teachers accept this principle and in general are content to be judged in terms of their several abilities as teachers, is it meant to imply that employing authorities are the parties to whom favoritism most appeals? Such belief might as well be admitted with the qualification, however, that their constituencies are largely responsible for the situation.

This whole matter rests, not upon a failure to believe in the fundamental principle, but upon a failure to accept it as the sole determining principle. Employing authorities are likely to posit the additional principle of "other things being equal," and then jump to the conclusion that other things are equal. The reasoning—once it is ventured to use more than the single principle—is prone to run like this: democrats are as likely to be good teachers as are republicans (or vice versa); locally developed teachers are as likely to make good teachers as are residents of remote sections; one's friends' friends are as likely to be good teachers as are strangers; one's own family is as likely to produce good teachers as is any other family. That is, anyone who practices nepotism, patronage, partisanship, or provincialism in the selection of teachers is almost sure to insist that the schools have not suffered in consequence.

Furthermore, he may point out that those who boast that professional considerations come first by such degree as to be the really effective influence are not entirely consistent.

They argue for secure tenure, but they would have to admit that, for the sake of this principle, they seem to violate in many cases the more important principle of the best welfare of the children, permitting continuance of teachers for whom they might readily find improved substitutes.

As a matter of fact, secure tenure of teaching position can be justified only upon the ground of deserving merit. Secure tenure should presuppose two operating policies: rigorous initial examination of qualifications as the basis of appointment and equally rigorous periodical re-examination after first appointment, with rejection of failures. Earned security is the only security worth advocating. But this deserved security should be guaranteed.

There is, perhaps, more honesty of intention than remote observers may easily see in teacher turnover under the four objectionable practices. It is quite easy to see merit where it is not, and to fail to see it where it is, when one is looking through colored glasses. A most deplorable fact is the ignorance of so many employing authorities as to what constitutes the true evidence of merit in teaching. If the teaching profession really wants to perfect a professional situation, it must achieve one or both of two things, namely, the selection of teachers by competent supervisory staffs, or the education of boards of education in respect to teacherly qualities.

While it is admitted that honesty of intention probably does operate in cases where it apparently does not, of course it is necessary to assert that evidence to the contrary exists

if or when salary rebates or contributions or commissions are paid to employing officers by the teachers selected or by agencies presenting these teachers. Favoritism, concessions and undue rewards to the children of employing authorities are other types of concrete evidence of willingness on the part of some teachers to trade tit for tat.

These intensely personal relations in the matter of "hiring and firing" teachers may lead to no worse consequences than do some types of very impersonal selection, and may, indeed, be the rather natural reaction thereto. An employing authority which sits for selective purposes with nothing more by way of information than written applications from candidates who may have submitted these applications wholesale to addresses selected at random, is certainly not entitled to expect a high percentage of successes.

The active mode must be contrasted with the passive mode of selecting a teacher. The teacher should be sought by the employing authority. That is not to say that a teacher may not apply for a position. It is, however, an assertion to the effect that the teacher should not be expected to wage a campaign by way of proving fitness. Employing authority should assume that any candidate to whom attention has been called is potentially the ideal teacher for the position, and satisfy himself one way or the other. Furthermore, the employing authority will not even wait for candidates; he will seek candidates.

Finally, it is necessary to observe that the more personal bases of selection (nepotism, patronage, parti-

sanship, and provincialism) tend to operate most strongly just when the supply of teachers is so plentiful that selection on purely professional grounds might readily be made. Given a teacher supply that suggests over-supply, so that positions are relatively hard to obtain, and the pressure of constituents upon employing authorities waxes greater than before.

The two remedies already hinted at (education of teachers to refuse to

participate in unprofessional selective activities, and education of boards of education as to proper bases of selection) may be supplemented by a third. Minimum legal qualifications for certification may be set so high as to give some assurance of good teaching regardless of mode of selection of the teacher. This is to carry on the game on the basis of the principle "other things being equal."

---

## Degrees Held By Supervising Teachers

A report received in the editor's office recently concerning a questionnaire study made for a master's thesis which dealt with the supervision of student teachers in teacher-training institutions shows that:

In the Northeastern section of the United States twenty-three per cent of the supervising teachers have the master's degree, twenty-six per cent have the bachelor's degree, and forty-eight per cent have the normal school diploma.

In the North Central section, twenty-seven per cent hold the master's degree, forty-five per cent hold the bachelor's degree, and twenty-seven per cent hold the normal school diploma.

In the Central West section, forty per cent have the master's de-

gree, forty-nine per cent have the bachelor's degree, and ten per cent have the normal school diploma.

In the Western section, twenty-three per cent hold the master's degree, forty-three per cent hold the bachelor's degree, and thirty-four per cent hold the normal school diploma.

In the Southern section, forty-one per cent hold the master's degree, forty-five per cent hold the bachelor's degree, and thirteen per cent hold the normal school diploma.

These data were compiled from replies sent in from 100 directors of training, 176 campus and city training teachers, and 45 rural training teachers, from 36 states.



## A Self Rating Scale For Supervisors

John W. Lyda  
Graduate Student

Indiana State Teachers College

In the accompanying list are the fifty most important items to be found in the writer's "Self-Rating Scale for Supervisors" according to the opinions of three hundred competent judges living in every section of the United States. These judges were members of the Department of Supervisors and Directors of Instruction of the National Educational Association whose names and addresses are to be found in the Third Yearbook of that department.

The items of this scale were compiled from about five hundred sources. The sources consisted of many of the latest and most widely used books in the field of supervision, articles recently published in leading professional magazines, and the unpublished manuscript of Dr. J. R. Shannon, Professor of Education at the Indiana State Teachers College.

The number at the right of each item indicates how many of the three hundred judges rated that item as being very important to the success of a supervisor. The relative importance of the various items is therefore indicated by the relative size of the number following it.

Persons using the scale should answer all the questions "yes" when they can honestly so do and "no" in all other cases. They should seek to grow by striving to be able to give positive answers to those questions to which they first gave negative ones when rating themselves again at the end of about three months. It is the opinion of the writer that those who discover their own faults and seek to remove them will grow in skill in their work.

### THE SCALE

#### *Qualifications of the Supervisor*

1. Has the supervisor such qualities of leadership as courage, resourcefulness, willingness to assume responsibilities, aggressiveness, frankness, enthusiasm, foresight, common sense, and originality ..... 279
2. Is he skillful in diagnosing teaching difficulties and in finding remedial measures? ..... 272
3. Has he such qualities of integrity as sincerity, honesty, reliability, firmness, poise, self-control, and dignity? ..... 260
4. Does he possess qualities conducive to social adjustment as kindness, loyalty, friendliness, courtesy, open-mindedness, fairness, humility, tact, and patience? 259
5. Is he familiar with the best theory and practice of teaching and school management? ..... 219
6. Has he such desirable physical attributes as good health, a pleasant voice, and a neat appearance? ..... 219
7. Is his work marked by thoroughness, perseverance, and accuracy? ..... 219
8. Does he know intimately the worth while researches in education and the latest and best professional literature? ..... 188
9. Has he a liberal education in addition to a broad professional training? ..... 186
10. Has he a broad professional training especially in the devices and technique of supervision? ..... 179

*Policies of Supervision*

11. Is the supervision cooperative and democratic? .....	251
12. Is the individuality of teachers recognized and respected? .....	246
13. Is the supervision unified with the child as the center? .....	236
14. Does the supervisor seek to improve the pupils by improving the teaching? ..	222
15. Does he regard supervision as a service agency to teachers? .....	193
16. Have the supervisor and the teacher a basis of common knowledge and common point of view concerning the school situation in which they are working? ....	179
17. Are the worth while contributions by teachers extended to other teachers of the system with acknowledgements? .....	174
18. Is the supervisory program full rounded and not limited to just some of its parts, such as stenographic reports, bulletins, inspection, and lesson plans? ..	174

*Supervisory Activities**In Visitation*

19. Are teachers criticised adversely only in private? .....	202
20. Does the supervisor conduct a systematic follow-up of each teacher? .....	173
21. Does he reduce the time usually wasted in interviews, clerical duties, and petty routine to the minimum so that he may have time for more important duties? ..	169
22. Is the program of supervision outlined in detail and not haphazard? .....	167
23. Does the supervisor refrain from "spying" on the teachers? .....	164

*In Diagnosing Teaching Situations*

24. Is the teaching more than the teacher the center of the attention of the supervisor when diagnosing? .....	231
25. Is the judgment of the supervisor concerning a teaching situation held in suspension until analysis and diagnosing are complete? .....	229
26. Does the supervisor note the reaction of the pupils to the efforts of the teacher when visiting? .....	225
27. Is the supervisor familiar with the subjects, activities, and traits most in need of supervision? .....	204
28. Does he use survey and diagnostic tests as devices in diagnosing? .....	199

*In Individual Conference*

29. Is the teacher encouraged to give her point of view? .....	249
30. Does the supervisor keep office hours for those desiring help? .....	222
31. Is the teacher given an opportunity to ask questions? .....	220
32. Are both positive and negative constructive criticisms given? .....	215
33. Are all criticisms based on facts? .....	203
34. Does the teacher take a prominent and an active part? .....	188

*In Demonstration Teaching and Directed Observation*

35. Is the demonstration teaching done under as nearly typical schoolroom conditions as possible? .....	229
36. Do the supervisor, the teacher teaching, and the teacher or teachers observing hold a conference after the demonstration? .....	225
37. Are different teachers rather than the same one called upon to do the teaching at different times? .....	177
38. Do the supervisor and the teachers agree before the demonstration upon the characteristics to be made to stand out in the demonstration? .....	172

*In Teachers' Meetings*

39. Are the programs pre-arranged and pre-announced? .....	191
40. Is the supervisor guided by the fact that he is not holding a supervisors' but a teachers' meeting? .....	186
41. Are mimeographed announcements and programs prepared and distributed to the teachers long enough before a meeting to enable them to prepare adequately for it? .....	177
42. Are the teachers who attend a meeting a homogeneous group? .....	161

*In Other Activities*

43. Does the supervisor incite competent teachers to carry on researches either as individuals or in groups? .....	223
44. Does he encourage the teachers to be on the alert and to employ such devices as self-analysis for their improvement? .....	212

(Continued on Page 154)

## A Note On Predicting Achievement At The College Level

M. Eustace Broom  
Assistant Professor of Education  
State Teachers College  
San Diego, California

Some years ago Porteus pointed out that we should include in our batteries of measuring instruments some "tests which aim specifically at showing up the temperamental defects which interfere with mental ability and thus mar achievement." While there is some evidence in recent work that psychologists agree with this, too often temperamental traits have been ignored.

this work, studying the effect of teaming this instrument with a mental test on achievement rather than on failure, as Young had done. Still later, the writer studied similarly the Allport A-S Reaction Study measures teamed with a mental test.<sup>4</sup> The results encourage still further investigation. This note reports an extension of the experimentation with the Laird test.

		Thorndike Scores	
		Md	
Laird C-2 Scores	Introversion group	N = 49 M = 1.41 S. D. = 0.46	N = 67 M = 1.57 S. D. = 0.52
	Extroversion group	N = 51 M = 1.14 S. D. = 0.58	N = 46 M = 1.33 S. D. = 0.49

Young<sup>2</sup> recently experimented with the Laird Personal Inventory C-2 to discover whether it had any prognostic values. The writer<sup>3</sup> repeated

The Laird Personal Inventory C-2 yields a measure of extroversion traits.<sup>5</sup> In the present study only the extreme findings, extroversion

<sup>1</sup>Porteus, S. D. Guide to Porteus Maze Tests. Vineland, N. J.: Extension Department of the Training School, 1924, p. 8.

<sup>2</sup>Young, J. Bateman. "How Emotional Traits Predispose to College Failure," *Journal of Educational Psychology*, 18: 631-6, December, 1927.

<sup>3</sup>Broom, M. E. "A Critical Study of a Test of Extroversion-Introversion Traits," *Journal of Juvenile Research*, 13: 104-123, April, 1929.

<sup>4</sup>Broom, M. E. "A Study of a Test of Ascendence-Submission," *Journal of Applied Psychology*, 14: 405-413, October, 1930.

<sup>5</sup>For a discussion of "Introverts" and "Extroverts," see Max Freyd's "Introverts and Extroverts," *Psychological Review*, 31 (1924): 74-5, 78-9, 84-7, reproduced in Readings in Abnormal Psychology by W. S. Taylor. (New York: D. Appleton and Company, 1927, pp. 656-661.)

and introversion, yielded by the tests, have been considered. The data reported here are grouped in four quadrants, the sectioning at the vertical axis separating students with total equivalent scores on the Thorndike Intelligence Examination for High School Graduates, Series of 1925-1929, at the college median score; and at the horizontal axis in terms of introversion or extroversion scores yielded by the Laird C-2 test.

The group of 213 subjects contains approximately 160 upper division students, some forty odd sophomores, and a few college graduates. In the

main, the group is slightly above average in mental ability, in terms of the mean for the entire college group (1233 students). These two facts may invalidate somewhat the findings. It would appear, however, that the upper one-half of the group in terms of mental ability has a smaller advantage over the lower one-half of the group than the introverts have over the extroverts. This seems enough to encourage further thought and experimentation. It would appear that we cannot afford to neglect temperamental traits and their contribution to achievement any longer.

#### THE TEACHERS COLLEGE PERSONNEL ASSOCIATION

(Continued from Page 130)

Chicago, Illinois; and L. A. Eubank, Northeast Missouri State Teachers College, Kirksville, Missouri.

The fifth committee, which shall make a study of all attempts that have been made up to date to construct and standardize a teaching aptitude test and carry on the necessary studies to produce for this association a teaching aptitude test to be used in the selection of freshmen, is composed of: D. L. Geyer, Chicago Normal College, Chicago, Illinois,

Chairman; A. H. Cooper, Northwest Missouri State Teachers College, Maryville, Missouri; and Artie B. Smith, Southeastern Teachers College, Durant, Oklahoma.

The officers of the organization for the ensuing year are Dr. George W. Frasier, Chairman, and Dr. J. W. Jones, Secretary-Treasurer.

The meetings of the organization shall be held each year at the time of the meeting of the American Association of Teachers Colleges.

#### A SELF RATING SCALE FOR SUPERVISORS

(Continued from Page 152)

- |   |     |
|---|-----|
| 45. Does he encourage teachers to make use of such out-of-school agencies as attending extension classes, summer school, high class entertainment and worth while exhibits to improve their teaching? ..... | 209 |
| 46. Is intervisitation among teachers arranged for and made profitable? .....   | 207 |
| 47. Does the supervisor use correct and effective English in his bulletins to teachers? .....   | 206 |
| 48. Are individual teachers given reading references designed to meet their individual needs? .....   | 202 |
| 49. Does the supervisor counsel those teachers engaged in research? .....   | 179 |
| 50. Does he make use of such administrative devices as exhibits of genuine pupils' school work, providing adequate equipment and supplies, and a salary schedule for the improvement of his teachers? ..... | 175 |

NOTE:—Owing to a lack of space only the fifty most important items of the scale are included below. Inquiries concerning the complete scale should be addressed to the Division of Research, Indiana State Teachers College, Terre Haute, Indiana.



## Extra-Curricular Activities

Charles W. Conrad  
Formerly Superintendent of Schools  
Marion, Illinois

The "newer" things in education seem to come in spurts—not in a steady stream. Just what is meant by "newer" is hard to define. What is called the "new" or modern method may not be new at all. It may be only the same thing as of old or of the Aristotle period—of the same principles but of different name. The last few years a lot has been read about and heard of "extra-curricular" and "allied extra-curricular." Considerable time and energy are spent on this work.

It may be asked, is such organization justified? The answer is "yes" if such training is not possible otherwise. Educators and others realize that such teaching or work should be done. They are confronted with how and where to do it. In many communities they are not ready to accept such, and not many of the colleges and universities are. If these so-called extra-curricular activities are organized outside of the regular school period, there is less criticism from the community. Also, with present arrangement in universities no credit (or at least very little) is granted. Then, after the community and teachers have accepted the idea that the work of "scrap-book clubs," "stamp clubs," journalism, and the like have an actual educational value, these may be included in the regular curriculum where all of them belong.

At this stage the administration is at once confronted with the time

problem. The day is not long enough to put all this work in with regular class exercise. Let us say that the community and teachers are ready to accept an eight-hour day instead of five or six. When these two problems (idea of "extra-curricular" and length of day) are worked out the "hiking club" work may be put under the physical training instructor in the department of physical education, the "doll-dress club" activity in charge of the teacher of clothing in the domestic art department, the "Latin plays organization" with the teacher of Latin, and the like. All these "extra" and "allied" subjects may be placed under the heads of physical education, industrial or fine arts, domestic science, Latin, French, et cetera.

As it seems all these activities may be placed somewhere with subjects that universities and colleges accept. Then it follows that if the community and teachers are agreed that such work is essential to the life of the individual and are willing for the schools of the community to teach these activities and the day is lengthened, the problem of extra and allied curricula is solved. The writer believes that the modern platoon school will take care of the whole affair.

Yet, it may be argued that students do not like to do those things in regular class periods. People who have tried to solve these problems in platoon schools do not find any

difficulty. They have their fun distributed throughout the day and thus students become less tired. A child with the work-play-study plan of school can go from eight in the morning to five in the evening without fatigue.

Someone may ask, can all this be arranged under subjects the universities and colleges will accept? It can be done or practically so. Suppose physical education is not accepted. Then put it under physiology. It appears to educators out in the field that if the state law requires a subject to be taught in secondary schools, then the state university should accept it as entrance credit (in regard physical training). Suppose the students should be wanted for building or yard police or to do traffic-cop work. This may be included in their civics or government, which is accepted in universities and colleges.

Practically everything may be done as regular subjects in regular class periods and credit received by proper administration except (in some states) religious training. Where the laws deter, this may be done outside the public school realm and in many states credit may be given in the secondary school and the university in turn take same. So it is possible to take care of all the physical, mental, moral, and social activities, et cetera.

Some may object to pupils doing police work. If the teacher knows how to handle such problems, plenty of good results. The pupils get the experience and training and a lot of work is saved for the teacher or principal that could be spent on something that students cannot do. It might be illustrated by this: a sign

of a good administrator is not to do things his subordinates can do. The following applies in the case. Several years ago the writer tried to supervise a project with students. The project did not work. Later the writer had a principal who let the honor students manage practically everything except the actual teaching. The teacher did nothing that a pupil could do. In this school there were no students above the fifth grade. A pupil dismissed the assembly; others supervised the lines; still others looked after the yard.

In one school a teacher of civics held her court, voting, and the like, right in the classroom on class time. There were various kinds of clubs and extra-curricular activities that were held along with the regular work. A teacher was permitted to have these subjects, as they may be called, any time convenient so long as it did not disturb other classes. The boys and girls rather like the "club" idea. They seemed to take delight in electing their officers and doing things in the name of the club.

Another teacher in the same system (fifth grade) let her pupils do everything except teach. They had a continued discussion one time for two hours that was real learning even though there was no so-called teaching. It was Monday and the teacher, on coming from out of the city, had an accident which delayed her. Her pupils did not report the absence of the teacher to the principal, but instead went right along with a general discussion of all the lessons for the day and went back on review. This room always had its officers. They would immediately take

(Continued on Page 160)

## Around The Reading Table

**Enjoying Poetry in School** by Howard Francis Seely, Professor of Principles of Education, the Ohio State University. (Richmond, Va.: Johnson Publishing Company. 1931. Pp. xv, 267.)

What is the matter with poetry? Nothing; it is the most universally appealing of all forms of literature. Why, then, do many high school students assume an antagonistic, almost pugilistic attitude at the mention of poetry? Because teachers of English too often do not know how to approach the subject.

Such is the viewpoint of Professor Seely at the outset of his book. He then proceeds to a general discussion of poetry as it interests, or ought to interest, the adolescent mind. Finally he devotes several chapters to suggestions and methods for teachers of English in their classroom procedure. His main points are these:

(1) Teachers should avoid discussions of technique; they should emphasize thought, feeling, movement, color, vicarious enjoyment, et cetera.

(2) Teachers should forget the old notion that certain accepted masterpieces are essential to the high school education of everybody.

(3) Teaching poetry is like teaching mathematics; one should begin with two plus two and proceed as far as individual talents allow into the upper regions. Start with the student's present tastes and build them up. Use a kind of poetic escalator in climbing from Mother Goose to Edgar Guest and thence upward to Wordsworth and Browning and Milton and Shakespeare.

Perhaps Professor Seely has a too cheerful faith in the theory that the educative process should at any cost be made everywhere enjoyable for the student. But nevertheless he has here given us a good sound book for its purpose.

—Leslie H. Meeks, Head  
Department of English.

**Drifting Sands of Party Politics** by Oscar W. Underwood, formerly United States Senator from Alabama, with a foreword by Claude G. Bowers, formerly editor of the *New York World*. (New York: The Century Company. 1931. Pp. xxvi, xxiv, 422.)

Oscar W. Underwood was the offshoot of Democratic ancestors and was educated in the principles of Jeffersonian Democracy. He was in Congress as Representative and Senator from 1895 until 1927. The Tariff of 1913 bears his name. He was a strong contender for the Presidency in the campaigns of 1912 and 1924. The book, therefore, is by a man who was long in the thick of the fight and played a leading part in much of it.

As a good Democrat there is much in our past history and much in recent tendencies that Mr. Underwood "views with alarm," and little to which he can "point with pride" except in the administrations of Jefferson, Cleveland, and Wilson.

"We must go back to first principles of government," he tells us, by which he means Jeffersonian dogma. These are, first, the Jeffersonian aphorism, that "The government that governs least, governs best"; second, self government is essential to good government; third, the prime purpose of government should be to protect the rights and liberties of the people; and fourth, that a free people should be governed by well-defined laws and not by the fiat of the changing rules and regulations of men. But how Jeffersonian principles take precedence over those of Washington and Hamilton is rather difficult to see.

Much of what Senator Underwood says is well worth deep consideration. He warns against the delegation of powers by Congress to boards and commissions appointed by the President, the granting of discretionary powers to the latter, and the violation of state's rights and personal liberties.

He opposes the paternalistic tendencies, government of men rather than of laws, and the powers of organized minorities.

Many Democrats will read the book and all Republicans should.

—Fred E. Brengle  
Associate Professor of History.

**Songs for the School Year** for Junior and Senior High Schools by George S. Dare of the Curtis High School, Staten Island, New York, with an introduction by John M. Avent, principal, Curtis High School. (New York: A. S. Barnes and Company. 1931. Pp. xvi, 191, with 174 songs.)

This book consists of a collection of standard songs, carefully selected, comprehensive in scope, and edited with a definite purpose, according to the author. An effort was made to include only songs which are interesting in ideas, and wholesome in sentiment. A great variety of subjects is covered.

The work is prepared for use in unprepared classes in junior and senior high schools, and also has material that can be used in assembly singing, and with glee clubs.

The arrangements are well within the voices and abilities of junior and senior high school pupils. It is another collection of melodious and singable material.

—Lowell M. Tilson, Head  
Department of Music.

**Tap Caper and Clog, Fifteen Character Dances** by Helen Frost. (New York: A. S. Barnes and Company. 1931. Pp. 72.)

The delightful silhouettes which Miss Frost has used to illustrate her latest collection of clog dances given an impression that is not changed by investigation of the dances themselves. There are some fifteen arrangements, graded as to difficulty, with such intriguing names as "Con Tagueous," "Gob and Gobbin" in which a high Jack and low Jack tell a tale of a sail on the ocean blue, and "Puss in Boots." Only two dances in the book have no tap or clog steps.

There are books which contain dance steps of such nature that the veriest amateur can perform them with great success. The arrangements Miss Frost has included are not of that sort, but they make excellent studies for those with which some background of clog-dance technique. The music has a lilt that fairly sets the feet a'capering. These dances, costumed as is suggested by the silhouettes, would be especially appropriate for programs or demonstrations.

—Miriam DuVall, Graduate Assistant  
Department of Physical Education for Women.

**Cooperative Studies in Secondary Education Made by Teachers in the Arsenal Schools, Indianapolis**, by Henry Lester Smith, Dean, School of Education, and Carl G. F. Franzen, professor of secondary education, Indiana University. Bulletin of the School of Education, Indiana University, Vol. VI, No. 4. (Bloomington, Indiana: School of Education, Indiana University. March, 1930. Pp. 121.)

School administrators and supervisors seem to be recognizing more and more that the best way in which to promote growth of teachers in service is to get them actively engaged in research. As early as 1925 Professor R. M. Stewart of Cornell University, Professor B. R. Buckingham of the Ohio State University, and Superintendent Frank W. Ballou of Washington emphasized the value of research to teachers when they appeared on the programs at the Cincinnati meeting of the Depart-

ment of Superintendence. The 1932 Yearbook of the Department of Supervisors and Directors of Instruction is to be devoted to essentially the same topic. It is in this field that the bulletin by Smith and Franzen belongs.

The bulletin consists of an introduction and of the reports of eight studies in secondary education made by Arsenal teachers. These studies were worked under the supervision of Indiana University for credit in that institution. The present review need not go into a discussion of any of the eight studies. They are unrelated. The value of the bulletin lies principally in the fact that it offers an example of the type of improvement of teachers in service which probably is destined to much greater popularity in time to come. The idea of the bulletin is commendable.

—J. R. Shannon  
Professor of Education.

**Safety Education** by Idabelle Stevenson, executive secretary, Education Division, National Safety Council. (New York: A. S. Barnes and Company. 1931. Pp. vii, 157.)

Perhaps no phase of extra-curricular activities is more vital and practical than safety education. Therefore, every individual needs to be concerned with the promotion of safety programs. As an executive member of the National Safety Council, Idabelle Stevenson is well qualified to write on this problem.

After a graphic and statistical treatment of the accident problem, the author discusses methods of coping with the problem, placing most stress upon "our accident prevention movement in education." She then gives a broad concept of safety education, enumerates methods of teaching safety, quotes Lewis A. DeBlois's "A Recipe for the Individual's Control of Accidents," presents basic statistics, and urges precise information concerning local conditions that will be specific not vague.

The remainder of the book is devoted to detailed, concrete illustrations of these aspects of the safety problem: student safety organizations, safety patrols, accident reporting and inspection, publicity for safety, the safety assembly program, special safety projects, safety and school athletic program, essential information in safety education, and appendices which include the following—national test in safety education, partial list of cities with junior safety councils, and selected bibliography.

For all who are interested, this book provides a manual that will foster right attitudes and right behavior as well as correct information. It is not theoretical. It is very applicable to every school system.

—Helen Ederle  
Assistant Professor of Education.

**Some Biting Remarks**, by Happy Goldsmith. (New York: A. S. Barnes and Company. 1931. Pp. 43.)

It is recognized as extremely difficult to present accurate dietary information to children in such a way that a lasting impression is made. This book makes the attempt in a humorous way. The style gets somewhat tiresome long before the forty-third and last page is reached. The illustrations (by the author) are in some instances clever. While the information conveyed is in accord with best scientific knowledge of the day, the value of the book is doubtful.

—P. D. Wilkinson  
Associate Professor of Chemistry and Physiology.

**Extra Curricular Activities of High School Girls** by Oliva Pound, Assistant Principal, Lincoln High School, Lincoln, Nebraska. (New York: A. S. Barnes and Company. 1931. Pp. viii, 97.)

There seems to be little doubt in the minds of school administrators of the value of extra-curricular activities in the modern school situation, but just how these activities can best be adapted to the general plan of the high school often proves a puzzling problem. A situation might easily be imagined in which the "extra" activities become the main interest of the students and studies only

a side issue. The purpose of this volume is to show how such activities may serve not to retard, but to strengthen, the classroom work. The chapter headings give a good idea of the subject matter dealt with: 1. Principles Underlying Extra curricular Activities of High School Pupils. 2. Activities Concerned with Social Relationships—Civics, Community, Domestic, et cetera. 3. Activities that Promote Physical Fitness. 4. Activities that Develop the Ability to Use Leisure Wisely. 5. Activities that Afford Exploratory-Vocational or Vocational Training.

The book, which is the latest addition to the Extra Curricular Library Series edited by Harold D. Meyer, is clearly and interestingly written and should serve splendidly its stated purpose, "to be a practical aid to the teacher-leader in bringing about a finer adaptation of the girl student into the general scheme of life about her."

—Florence M. Curtis, Head  
Department of Physical Education for Women.

**The School Club Program—Organization, Administration, and Activities** by Harold D. Meyer, Professor of Sociology and Chief, Bureau of Recreation, University of North Carolina. (New York: A. S. Barnes and Company. 1931. Pp. x, 178.)

In spite of many recent books on this particular topic, Mr. Meyer has made a valuable contribution because he shows how the "club process" may be used constructively to achieve the seven fundamental objectives of the American secondary school system.

Since each school must evolve slowly its own program, Part I suggests general organization and administrative principles such as objectives, principles, plans, and minute details or organization. Community relations and inter-school relations have a place along with names, slogans, projects, credit, et cetera.

Part II is devoted to the program. Numerous practical suggestions are offered.

Part III gives a complete and detailed survey of twenty-eight supplementary organizations that make clubs worth while. When teachers use such publications as those of the American Child Health Association, American Library Association, 4-H clubs, et cetera, the club movement will be vitalized and identified with great progressive social movements.

To the beginning teacher Part IV will offer illustrative material of actual club procedures in different parts of the United States. A rather extensive, selected bibliography completes the book.

In conclusion, one is convinced that with sane guidance the "club process" is a means to the better realization of the seven fundamental objectives of the American secondary school system. Every high school teacher should use these suggestions in directing high school clubs.

—Helen Ederle  
Assistant Professor of Education.

**The Class Organization and Activities** by Margaret Anne MacDonald, Guidance Counselor, Cheltenham High School, Elkins Park, Pennsylvania. (New York: A. S. Barnes and Company. 1931. Pp. xv, 134.)

A neglected phase of extra curricular problems has been that of class organization. It is, therefore, gratifying that a teacher like Miss MacDonald should write clearly, sanely, and inspiringly on this important topic. She gives the purpose in the preface as follows: "The purpose of this book is to disclose the complex life of class organization to faculty members, advisers, and administrators who play an equal part in the success or failure which results."

Part I includes a discussion of educational significance, adviser, financial policy, officers and committees, and activities. A very practical six year program of activities is clearly presented.

Part II is the presentation of a four year class organization program which the author evolved with the class of 1928. In addition to enumerating the details of each year's program the following types of programs are carefully explained: parents' night, bi-weekly newspaper, plays, dinner dance for seniors, senior day, and class day.

Part III is a survey of activities from different



high schools, including such varied and useful activities as commencement and promotion exercises, freshman orientation, junior pal week, May day, oral theme meet, et cetera. Unlimited activities are possible under the direction of a true teacher and counselor.

When the book is completed, one feels that these numerous activities do develop close ties—both in pupils and teachers—ties of inestimable value in the shaping of social personalities. Class organization means far more than pins, colors, pictures, and flowers. It provides a means of expressing what Miss MacDonald calls "our finer activities."

—Helen Ederle

Assistant Professor of Education.

**Problems in Teacher Training**, Vol. V. Proceedings of the 1930 Spring Conference of the Eastern States Association of Professional Schools for Teachers (Successor to the Normal-School and Teachers-College Section of the New York Society for the Experimental Study of Education). (New York: New York University Press Book Store. 1930. Pp. ix, 166.)

The proceedings are compiled and edited by Ambrose L. Suhrie, professor of normal-school and teachers-college education at New York University and president of the association. There are three parts to this volume:

Part I. Joint conference of administrative officers and teachers in professional schools for teachers with superintendents, supervisors, and principals of public school systems.

Part II. Student-faculty banquet program.

Part III. Student conference.

In addition there is the appendix which contains: (1) the constitution of the association; (2) the financial report of the treasurer; (3) the report of the auditing committee; (4) the list of voluntary contributions received to defray expenses of meetings; (5) list of copies of different proceedings available; (6) list of officers for 1930-1931; (7) index.

**Record of Current Educational Publications**. United States Department of the Interior, Office of Education Bulletin (1930)—No. 32. (Washington: United States Government Printing Office. 1930. Pp. 49.)

A list of the publications received by the office of education, April-June, 1930 compiled by Martha McCabe, acting chief, library division.

**Bibliography of Research Studies in Education: 1928-1929**. United States Department of the Interior, Office of Education Bulletin (1930)—No. 28. (Washington: United States Government Printing Office. 1930. Pp. 308.)

Only research studies in education completed during the school year 1928-1929 are included in this list prepared in the library division of the office of education by Edith A. Wright.

**Factors Affecting the Cost of School Transportation in California**. United States Department of Interior, Office of Education Bulletin (1930)—No. 29. (Washington: United States Government Printing Office. 1930. Pp. 42.)

School corporations throughout the country which are interested in the problem of transportation will be interested in this bulletin by Frank O. Evans, director of administrative research in the Los Angeles schools.

**Secondary-School Administration Abstracts and Directory**. Bulletin of the Department of Secondary-School Principals of the National Education Association, No. 33, October, 1930. (Bewyn, Illinois: Department of Secondary-School Principals of the National Education Association, H. V. Church, Executive Secretary. 1930. Pp. 91.)

**State High School Standardization**. Bulletin of the Bureau of School Service, College of Education,

University of Kentucky, March, 1930, Vol. II, No. 3. (Lexington, Kentucky: University of Kentucky. Pp. 95.)

This bulletin by Professor Henry H. Hill of the College of Education studies the state secondary-school standardization question from the point of the historical background, the state high school standards in effect in 1929, the trends in state high school standardization 1918-1929, North Carolina's plan of high school reorganization, and the basic principles of state high school standardization.

**The Aspect of Conjecture in Teaching** by Henry Cremer, department of education, State Teachers College, Indiana, Pennsylvania. (Indiana, Pennsylvania: R. S. Grosse Print Shop. 1931. Pp. 18.)

**Bulletins of the Board of Education of the City of New York**, Bureau of Reference, Research and Statistics. (New York: Board of Education.)

The school city of New York in a campaign to spread the use of standard educational measurements in the school has issued some splendid bulletins. One series on "Diagnostic and Remedial Work in Arithmetic Fundamentals" was devised to help teachers diagnose the difficulties in the fundamental operations, to treat individual cases, and to select and use remedial devices. It is a very good series. Another bulletin is "A Suggested Minimal Spelling List for Grades 2A-8A." Any of these bulletins will greatly aid the teacher interested in a new testing program.

#### New Tests Received:

**Standard Graduation Examination for Elementary Schools**—World Book Company.

**Hill Test of Word Meanings, Forms 1 and 2**—Public School Publishing Company.

**Bear's Constitution Test**—Public School Publishing Company.

**Public School Achievement Tests, Battery A—Grades 3 to 8—Form 3**—Public School Publishing Company.

**Public School Achievement Tests, Reading, Form 3 (Grades 3 to 8)**—Public School Publishing Company.

**The Department of Superintendence Ninth Yearbook**, Five Unifying Factors in American Education. (Washington, D. C.: National Education Association. 1931. Pp. 543.)

The first seven chapters of the Ninth Yearbook of the Department of Superintendence are devoted to Pupil Promotion Problems; the next five chapters are devoted to The Articulation of the Schools and the Community; the third part discusses The Relation of General to Professional Education of Teachers; Part Four takes up the discussion of The Fiscal Aspects of Articulation; the fifth part is devoted to Principles of Articulation and Functions of Units; and the last part consists of the Official Records.

**Proceedings of the Annual Conference of the Faculty of the College of Education, University of Illinois, with the Superintendents of the Schools of Illinois**. University of Illinois Bulletin, Vol. XXVIII, No. 26. (Urbana, Illinois: University of Illinois. February 24, 1931. Pp. 36.)

**The Principal at Work on His Problems**. Research Bulletin of the National Education Association, Vol. IX, No. 2. (Washington: National Education Association. March, 1931.)

**Seventh Annual Conference on Elementary Supervision**. Bulletin of the School of Education, Indiana University, Vol. VI, No. 6. (Bloomington, Indiana: School of Education, Indiana University, July, 1930. Pp. 102.)

## EXTRA-CURRICULAR ACTIVITIES

(Continued from Page 156)

charge when the teacher was not teaching or supervising study. The greatest surprise about this was that an officer of the state department of public instruction and the writer visited in the room about twenty minutes that morning and neither noticed anything unusual except that the teacher was absent which they thought was for a good reason. The pupils handled their lines at recess. These children studied citizenship as an extra-curricular activity. Each

seat was the student's home. The aisle was his street. No paper was permitted in the street. These pupils (fifth graders) learned parliamentary law, citizenship, city ordinances, state laws, morals, manners, and character as well as some high school students get the same in the old way.

In conclusion, it would seem that the "extra-curricular activities" may be done on regular school time and credit received for the same in colleges if managed as described above.

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A PERFORMANCE TEST IN GENERAL METHODS OF HIGH SCHOOL TEACHING

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(Continued from Page 143)

12. Does the teacher provide a number of opportunities for pupils to apply newly acquired principles? (yes) (no)
  13. Does the teacher supply information needed for the solution of a problem when such information is not easily obtainable by the pupils? (yes) (no)
  - V. Directing the acquisition of general patterns of conduct
    1. Does the teacher make clear to the pupils the principles of conduct which should dominate their activity? (yes) (no)
    2. Does the teacher emphasize the worth of these principles by showing that they have the support of public approval? (yes) (no)
    3. Does the teacher emphasize the worth of these principles by showing that they are useful? (yes) (no)
    4. Does the teacher foster the generalization of these principles? (yes) (no)
    5. Does the teacher show pupils how to apply these principles to new situations? (yes) (no)
    6. Does the teacher notice all violations of the principles that occur in her presence? (yes) (no)
    7. Does the teacher constantly exemplify the ideals and attitudes she tries to inculcate in the pupils? (yes) (no)
- 

## Classroom Teachers At Los Angeles

The Department of Classroom Teachers of the National Education Association will maintain headquarters at the Biltmore Hotel during the Los Angeles convention, June 27-July 3.

The opening meeting on Monday evening will be a conference for the discussion of problems pertaining to local organization work.

The regular department sessions

will be held on Tuesday and Thursday afternoons at the Shrine Auditorium. The principal address on Tuesday will be given by Aurelia Henry Reinhardt who will speak on "The Task of the Educator." On Thursday will occur the annual business meeting. The annual dinner will take place in the Sala de Oro at the Biltmore on Thursday evening.





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